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ABSTRACT

The State of Washington school districts spent 89 percent, $6,814,516.00, of the $7,682,569.00 awarded to them for planned 1985-86 Chapter 2 program expenditures. The two largest budget categories in terms of dollars spent were for instructional materials, 26 percent, and capital outlay, 27 percent. Most of the capital outlay expenditures were associated with the learning and teaching activity areas, and large expenditures related to salaries primarily reflected staff development costs. The activities expenditures given the most emphasis were for learning resources, 37 percent, and teaching, 48 percent. A special survey on guidance, counseling, and testing activities supplemented by Chapter 2, Subchapter B, funds indicates that 26 of the 31 reporting school districts, used funds exclusively for guidance and counseling on all levels, and 9 districts used all of their funds for achievement testing. Seven tables of budget and statistical data are included. (FMW)

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1985-86

Washington State ECIA Chapter 2 District Programs End-of-Year Report

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1985-86 WASHINGTON STATE ECIA CHAPTER 2 DISTRICT PROGRAMS END-OF-YEAR REPORT

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A REPORT ON CHAPTER 2 DISTRICT PROGRAMS, 1985-86

Section I. General End-of-Year Report on Plans, Service Levels, and Expenditures

Introduction

In 1982-83 the nature of federal funding for compensatory education changed. Based on the Education Consolidation and Improvement Act, 28 special purpose programs were consolidated into Chapter 2.

The stated intent of Chapter 2 is twofold: first, to improve elementary and secondary education for public and private school students by providing additional resources; and second, to reduce administrative costs at the state and local levels. The report that follows summarizes the 1985-86 program year.

In 1985-86, 291 Washington school districts submitted applications detailing plans to spend $7,682,569 for Chapter 2 programs. This amount included $6,800,779 (80%) of the state's total 1985-86 grant award of $8,500,973 and $881,590 in carry-over funds from previous years. This total of $7,682,569 was allocated in four areas: Subchapter A, Basic Skills; Subchapter B, Improvement and Support Services; Subchapter C, Special Projects; and Indirect Costs related to program implementation.

Three very different data sources are used to describe Chapter 2 fund use in the state of Washington: the planned expenditure data tallied from the Chapter 2 application forms submitted in the spring of 1985; the numbers of students served from the Chapter 2 end-of-year report forms, and received in the summer of 1986; and data from the School District Financial Reports, finalized in January, following the end of the school year.

It is important to review each set of information in light of the data source from which it has been drawn and the date of data collection. To aid the reader, planned expenditure information and student service figures are identified under each subchapter report. Actual expenditure trends are described in the final portion of this section.

Basic Skills (Subchapter A)

Planned Expenditures. In 1985-86, 26 Washington school districts planned to spend $252,833 of Chapter 2 funds for the enhancement of basic skills in public and private schools. This represents three percent of the total Chapter 2 dollars. This is a reduction of over $82,000 from the planned expenditures in this same category in 1984-85. According to application forms, 14 school districts indicated planned expenditures in Reading; 8 in Mathematics; and 12 applied for Oral and Written Communications Programs. Of the total amount allocated in this subchapter, $250,022 was designated for public schools, $2,811 was reserved for private school programs.

Service. Reading was the area of highest planned expenditure, however, the area of Written and Oral Communications was the subject area with the most recorded student service. A total of 4,828 students were served by 14 school districts in communications programs in 1985-86. Reading instruction was provided to 717 students in 15 districts. The third ranking subject area was Mathematics with 451 students reported served by ten districts. The 5,996 public and private school students served in basic skills by Chapter 2 represents a 30 percent decline from the 8,567 students served in 1984-85. This may be due to the state's Remediation Assistance Program.

Improvement and Support Services (Subchapter B)

Planned Expenditures. Subchapter B is the area in which most school districts planned to use Chapter 2 funds. In 1985-86, 90 percent of the Chapter 2 funds ($6,904,589) were allocated to 278 districts in this category. This is slightly higher than the 87 percent directed toward Subchapter B in 1984-85.

Planned expenditures in Subchapter B were more likely to reach private school students than through other subchapters. A total of $492,484, (7%) of the subchapter allocation was planned for private school programs. Ninety-three percent of the subchapter total was reserved for public school distribution.

Over half of the planned expenditures were in two of the ten subchapter allocation categories. Twenty-seven percent was directed to Instructional Resources, 26 percent was devoted to the purchase of Instructional Equipment. Two hundred fifty-three school districts, 87 percent of those that applied for Chapter 2 funds, channeled funds to equipment or instructional resource purchases.

Staff Development, Program Development, and School Desegregation projects combined, accounted for 35 percent of the subchapter fund use. The remaining five line items (Program Adoption, Mini Grants, Support to Minority Children, Improvement of Management, and Guidance, Counseling, and Testing) amounted to 11 percent of the total subchapter allocation.

The smaller line items are the only areas within this subchapter to show any proportional shifts from the previous year's allocations. While Instructional Resources, Equipment, and Staff Development remain at virtually the same percentage of Subchapter B, fluctuations upward were noted in expenditures for Planning, Program Development, and Program Adoptions. The increases appear to be in areas related to school effectiveness.

Even though an additional $904,589 was available for Subchapter B, less money was directed toward two areas this year. Mini Grants and Programs to Support Minority Children decreased in both dollar amount and percentage of Subchapter B. The areas of decline seem to be in categories where there are either newly funded state projects or well established federal and state programs.

Service. Data from the end-of-year reports revealed that, in duplicated counts, over one million students and 12,000 teachers were directly or indirectly served in Subchapter B activities during 1985-86. However, it is important to note that in many cases the entire school district enrollment was reported as being served and/or users of the materials and equipment provided by Chapter 2.

Within the subchapter, the category with the highest service totals was Instructional Resources with 429,290 public and private school children served. This priority accounted for 43 percent of all Subchapter B service or four percent of all Chapter 2 service. Equipment purchases reached the second largest number of students. The 344,243 students represent 34 percent of those served by Subchapter B and three percent of all Chapter 2 participants.

Special Projects (Subchapter C)

Planned Expenditures. Subchapter C categories include specialized subject matter programs such as Art Education, programs for Gifted Children, Preschool, Community, and Health education. Approximately six percent of total Chapter 2 dollars were reserved for Subchapter C projects by 56 school districts. Gifted Education programs received by far the largest Chapter 2 support with $226,459 going for this purpose in 42 school districts.

Overall, Subchapter C planned program expenditures decreased as a percentage of total Chapter 2 available funds from 1984-85 totals even though more Chapter 2 dollars were available this current year. A total of $404,935 or 5.9 percent of the funds were used in this subchapter in 1984-85. A total of $344,084 was designated for Subchapter C in 1985-86. This reduced the subcategory percentage to 4.5 percent of the state total.

Gifted Education program planned expenditures showed an increase. All other line item planned expenditures within the subchapter decreased from the 1984-85 figures.

Service. The total duplicated count of public and private school students served in Subchapter C was 36,869. Within the subchapter, Vocational, Career, and Consumer Education registered the largest student service level with 8,421 reported. Gifted education was second, serving 6,651 statewide in 38 school districts. The Subchapter C program service total represents 3.5 percent of all Chapter 2 student service.

A full reporting of planned expenditures for the 1985-86 year is found in Table 1. The numbers of students served by each subchapter this year are reported in Table 2. Table 3 illustrates how these program descriptors have changed over the four years of Chapter 2. Overall, although total Chapter 2 dollars have increased each year, school districts are spending fewer dollars and serving fewer students in Subchapter A and Subchapter C while Subchapter B shows yearly increases.

Table 1. Chapter 2 Planned Expenditures by Subchapter, 1985-86

	DOLLARS ALLOCATED				NUMBER OF
SUBCHAPTER A (BASIC SKILLS)	**PUBLIC**	**PRIVATE**	**TOTAL**		**DISTRICTS**
READING	$ 115,687	$ 1,530	$ 117,217		14
MATHEMATICS	36,923	1,281	38,204		8
WRITTEN/ORAL COMMUNICATIONS	97,412	0	97,412		12
SUBCHAPTER A TOTALS			250,022	PUBLIC	
			2,811	PRIVATE	
			252,833	SUBCHAPTER TOTAL	
SUBCHAPTER B (IMPROVEMENT & SUPPORT SERVICES)					
INSTRUCTIONAL RESOURCES	$1,613,474	$243,952	$1,857,426		220
SCHOOL DESEGREGATION	959,028	0	959,028		3
INSTRUCTIONAL EQUIPMENT	1,576,789	213,437	1,790,226		174
PROGRAM DEVELOPMENT	854,472	13,357	867,829		48
PROGRAM ADOPTION	129,010	0	129,010		10
MINI GRANTS	196,956	331	197,287		32
PROGRAM SUPPORT TO MINORITY CHILDREN	36,117	0	36,117		12
GUIDANCE, COUNSELING & TESTING	302,847	1,900	304,747		33
IMPROVE PLANNING & MANAGEMENT	139,945	0	139,945		22
STAFF DEVELOPMENT	603,467	16,092	619,559		90
SUBCH. B--ADMINISTRATIVE FEE	0	3,415	3,415		7
SUBCHAPTER B TOTALS			$6,412,105	PUBLIC	
			492,484	PRIVATE	
			6,904,589	SUBCHAPTER TOTAL	
SUBCHAPTER C (SPECIAL PROJECTS)					
ART EDUCATION	$ 6,119	$ 0	$ 6,119		3
PRE-SCHOOL EDUCATION	100	534	634		2
VOCATIONAL, CAREER, CONSUMER ED.	6,200	0	6,200		3
HEALTH EDUCATION	10,485	0	10,485		7
COMMUNITY EDUCATION	140	0	140		1
GIFTED EDUCATION	226,459	0	226,459		42
ETHNIC HERITAGE	13,700	0	13,700		2
OTHER	78,148	880	79,028		20
SUBCH. C--ADMINISTRATIVE FEE	0	1,319	1,319		2
SUBCHAPTER C TOTALS			$ 341,351	PUBLIC	
			2,733	PRIVATE	
			344,084	SUBCHAPTER TOTAL	
INDIRECT COSTS					
INDIRECT COSTS	$ 164,024	$17,039	$ 181,063		77
INDIRECT COST TOTALS			$ 164,024	PUBLIC	
			17,039	PRIVATE	
			181,063	SUBCHAPTER TOTAL	2.36%
STATE TOTALS	**$7,167,502**	**$515,067**	**$7,682,569**		**100%**
SUBCHAPTER A (UNDUPLICATED)		26	DISTRICTS		
SUBCHAPTER B (UNDUPLICATED)		278	DISTRICTS		
SUBCHAPTER C (UNDUPLICATED)		56	DISTRICTS		
STATE		291	DISTRICTS**		

**DISTRICTS MAY IMPLEMENT PROGRAMS IN MORE THAN ONE SUBCHAPTER AREA.

Table 2. Chapter 2 Staff/Students Served by Subchapter, 1985-86

	NUMBERS SERVED				NUMBER OF
SUBCHAPTER A (BASIC SKILLS)	**PUBLIC**	**PRIVATE**	**TOTAL**		**DISTRICTS**
READING	661	56	717		15
MATHEMATICS	451	0	451		10
WRITTEN/ORAL COMMUNICATIONS	4,828	0	4,828		14
SUBCHAPTER A TOTALS			5,940	PUBLIC	
			56	PRIVATE	
			5,996	SUBCHAPTER	
				TOTAL	0.57%
SUBCHAPTER B (IMPROVEMENT & SUPPORT SERVICES)					
INSTRUCTIONAL RESOURCES	397,302	31,988	429,290		209
SCHOOL DESEGREGATION	45,346	0	45,346		3
INSTRUCTIONAL EQUIPMENT	317,130	27,113	344,243		153
PROGRAM DEVELOPMENT	69,656	1,000	70,656		36
PROGRAM ADOPTION	20,396	0	20,396		6
MINI GRANTS	52,407	90	52,497		28
PROGRAM SUPPORT TO MINORITY CHILDREN	2,083	48	2,131		11
GUIDANCE, COUNSELING & TESTING	24,709	1,262	25,971		31
IMPROVE PLANNING & MANAGEMENT	3,924	0	3,924		9
STAFF DEVELOPMENT	11,997	443	12,440		86
SUBCHAPTER B TOTALS			944,950	PUBLIC	
			61,944	PRIVATE	
			1,006,894	SUBCHAPTER	
				TOTAL	95.92%
SUBCHAPTER C (SPECIAL PROJECTS)					
ART EDUCATION	3,980	0	3,980		3
PRE-SCHOOL EDUCATION	375	0	375		1
VOCATIONAL, CAREER, CONSUMER ED.	8,382	39	8,421		6
HEALTH EDUCATION	1,097	0	1,097		7
COMMUNITY EDUCATION	30	0	30		1
GIFTED EDUCATION	6,645	6	6,651		38
ETHNIC HERITAGE	1,042	0	1,042		2
OTHER	15,117	156	15,273		22
SUBCHAPTER C TOTALS			36,668	PUBLIC	
			201	PRIVATE	
			36,869	SUBCHAPTER	
				TOTAL	3.51%
STATE TOTALS	**987,558**	**62,201**	**1,049,759**		**100%**
SUBCHAPTER A (UNDUPLICATED)			28	DISTRICTS	
SUBCHAPTER B (UNDUPLICATED)			266	DISTRICTS	
SUBCHAPTER C (UNDUPLICATED)			57	DISTRICTS	
STATE			285	DISTRICTS*	

*FOUR DISTRICTS SUBMITTED DATA TOO LATE FOR INCLUSION. TWO DISTRICTS WHICH PLANNED TO PARTICIPATE DID NOT.

Table 3. Chapter 2 State Totals, 1983-86
Planned Expenditures and Number Served

	1982-83	1983-84	1984-85	1985-86
Subchapter A				
Planned Expenditure*	$ 438,577	$ 392,530	$ 335,239	$ 252,833
Number Served**	36,445	21,454	8,567	5,996
Subchapter B				
Planned Expenditure	5,000,383	5,807,189	6,001,755	6,904,589
Number Served***	94,895	1,020,543	1,032,906	1,006,894
Subchapter C				
Planned Expenditure	385,613	280,558	404,935	344,084
Number Served	61,307	56,773	38,826	36,869
Indirect Costs		110,991	140,626	181,063
Totals				
Planned Expenditure	$5,824,573	$6,591,268	$6,882,555	$7,682,569
Number Served***	192,647	1,098,770	1,080,299	1,049,759

*Planned expenditure figures are derived from district application forms.

**Number served is obtained from district end-of-year reports and may represent duplicated counts.

***The number reported in Subchapter B for 1982-83 does not represent a total of the number served for the subchapter.

Private Education

Based on the Chapter 2 end-of-year reports, two school districts served 56 private school students in Subchapter A, 49 school districts served a total of 61,944 private school students in Subchapter B, and four school districts served 201 private school students in Subchapter C. Since students could be served in more than one project, the number served, 62,201, reflects a duplicated count (see Table 2). An unduplicated count of 51 common school districts actually reported that they provided experiences for private school students. The amount of service provided to private school students is shown in Table 4.

Indirect Costs

In 1985-86, 77 school districts planned to spend $181,063 for indirect Chapter 2 program costs. This figure included $164,024 for public school, and $17,039 for private school indirect costs (See Table 1). This amount was 2.3 percent of the state's Chapter 2 flow-through budget, up slightly from last year's 2.0 percentage.

Staffing

The end-of-year reports also were used to determine the number of people hired with Chapter 2 funds. In 1985-86, 65 school districts used part of their grant award to employ approximately 53 full-time equivalent certificated staff members (teachers and administrators). Twenty-seven school districts hired 24 full-time equivalent classified staff members (clerical support). The numbers of certificated and classified staff are almost identical to those totals reported in 1984-85. The FTE figures represent the employment of 199 persons through Chapter 2.

Table 4. Planned Expenditures and Number of Private School Students Served by Chapter 2

	1982-83	1983-84	1984-85	1985-86
Subchapter A				
Planned Expenditure	**	$ 19,338	$ 4,352	$ 2,811
Number Served***	2,199	1,676	275	56
Subchapter B				
Planned Expenditure	**	389,804	415,509	492,484
Number Served	12,586*	55,271	64,457	61,944
Subchapter C				
Planned Expenditure	**	1,784	440	2,733
Number Served	581	366	362	201
Indirect Costs	**	7,785	9,353	17,039
Total				
Planned Expenditure	**	418,711	429,654	515,067
Number Served	15,366*	57,313	65,094	62,201

*The number reported in 1982-83 did not represent a total for Subchapter B.

**The allocations for private education were not calculated separately in the 1982-83 report.

***Number served is obtained from district end-of-year reports and may represent duplicated counts.

Expenditures

The actual Chapter 2 expenditures for 1985-86, are reported by districts on the F-196 form, totaled $6,814,516. This amount represents an expenditure of 89 percent of the districts' planned expenditures. The expenditures can be analyzed in terms of budget objects and activities. The Objects of Expenditure include: certificated salaries, classified salaries, employee benefits, supplies, instructional materials, contracted services, travel, and capital outlay. The two largest categories in terms of dollars spent were instructional materials with 26 percent of the expenditure and capital outlay with 27 percent. (See Table 5.) For clarification, it should be noted that most of the capital outlay expenditures were associated with the learning resource and teaching activity areas and that large expenditures related to salaries primarily reflects staff development costs.

The budget activities related to Chapter 2 consist of: supervision, learning resources, guidance-counseling, psychologist-speech-hearing, health, teaching, payments to other districts, and field trips. Learning resources with 37 percent and teaching with 48 percent are by far the activities of emphasis. (See Table 6.)

Table 5. Chapter 2 Expenditures by Budget Object*
1985-86

Object	Dollars Spent	Percent
Certificated salaries	$1,481,024	20%
Classified salaries	538,339	8
Employee benefits	338,937	5
Supplies	211,610	3
Instructional materials	1,762,553	26
Contracted services	572,379	8
Travel	94,726	1
Capital Outlay	1,797,646	27
Debit Transfers	17,302	<1
Total	$6,814,516	100%

*Source SPI F-196 Form

Table 6. Chapter 2 Expenditures by Activity*
1985-86

Activity	Dollars Spent	Percent
Supervision	$ 640,940	9%
Learning resources	2,536,585	37
Guidance-counseling	276,584	4
Psychologist-speech-hearing	3,408	<1
Health	1,552	<1
Teaching	3,268,772	48
Payments to other districts	15,387	<1
Field Trips	71,228	1
Total	$6,814,516	100%

*Source SPI F-196 Form

Monitoring Activities

Districts are required by Chapter 2: to have an application on file with the state education agency, to provide assurance of compliance with the provisions of Chapter 2, to keep records as necessary for audit and program evaluation, and to systematically consult with parents, teachers, and administrators regarding the use of Chapter 2 funds. In order to assure that districts are meeting the requirements of Chapter 2 and to assist them in meeting those requirements, the program office provides on-site monitoring and technical assistance to approximately 26 percent of the participating districts each year.

During 1985-86, 76 districts were monitored. All of these were implementing Subchapters A, B, and C appropriately. The districts reviewed, with three exceptions, were also in compliance with the fiscal requirements of Chapter 2. Those three received additional follow-up. Systematic consultation with parents, teachers, and administrators was documented by 49 districts. Of the remaining 27, 16 districts subsequently submitted either the minutes from meetings involving such consultation, or their plans for implementing increased involvement during the 1986-87 program year. Further contact has been made with the 11 districts whose plans have not yet been received and approved.

Chapter 2 program and fiscal assistance was provided by staff not only to the 76 districts visited, but also to those districts which sent representatives to the spring workshops (197), and to district personnel who attended various Educational Service District or other presentations made by staff, and to those who called the program office with specific implementation questions.

Advisory Committee Activities

Members of the Chapter 2 Governor's Advisory Committee on Education Program Consolidation are appointed by the Governor for staggered terms of three years and represent public and private elementary and secondary students, classroom teachers, parents of students, State Board of Education, local boards of education, local and regional school administrators, institutions of higher education, and the state legislature. (A list of the 1985-86 members and their areas of representation follows.)

The major tasks of the Governor's Advisory Committee are to advise the Superintendent of Public Instruction on the allocation of funds reserved for state use, on the formula for the allocation of funds to local school districts, and on the planning, development, support, implementation, and evaluation of state programs assisted by Chapter 2.

Items addressed by the Governor's Advisory Committee during 1985-86 included the review of the end-of-year evaluation report, monitoring information, and results of the special study regarding the use of Chapter 2 funds for staff development activities and inservice opportunities. Other activities included review of the 1985-86 state plan and the ECIA Chapter 2 brochure, discussion of federal legislation and Supreme Court rulings relevant to Chapter 2, and the review of selected programs within the state.

Governor's Advisory Committee
on Education Program Consolidation
1985-86

Name	Representing
Ms. Teresa Bergeson	Teachers
Mr. Michael Bernazzani	Regional School Administrators
Ms. Stephanie Bravmann	Private Education
The Honorable Emilio Cantu	Washington State Senate
Mr. James P. Egawa	Native Americans
Ms. Evelyn Gau	School Directors
Ms. Nyra Gray	Principals
Ms. G. Kumi Kilburn	Parents
The Honorable William Kiskaddon	Washington State Senate
Dr. M. Stephen Lilly	Higher Education
The Reverend D. Harvey McIntyre	Private Education
Ms. Mary Neilsen	Parents
Ms. Jean Patajo	Students
Mr. Dale Thompson	State Board of Education
Ms. Jan Toner	Special Education

Section II. Special Survey Results, Guidance, Counseling, and Testing Activities Supplemented with Chapter 2 Funds

In 1985, the Washington State Legislature expressed an interest in knowing the extent to which categorical and block grant funds provide guidance and counseling services to public and private school students. In an effort to review fund use for this purpose, the 1986 special survey examines the portion of Chapter 2 funds directed toward Subchapter B, Guidance, Counseling, and Testing.

Of the 285 reporting school districts, 30 (10.5%) budgeted Chapter 2 funds for these purposes. Several more school districts noted the existence of Chapter 2 funded counseling programs that were categorized under different line items such as Program Adoption. Because each year's survey attempts to track fund use in specific subchapters, the statistical summary presented here reflects only those services rendered through Subchapter B, Guidance, Counseling, and Testing funds. The exception to this is the inclusion of the Seattle School District data. Seattle operates a distinct, large, middle school counseling program funded under School Desegregation. The total number of reporting school districts for this special study is, therefore, 31. Twenty-three programs (74%) supported direct service to students. Other district options included providing indirect service to students via teacher training or staff development workshops, program adoption, and peer counseling programs.

Guidance and Counseling

In the 1985-86 school year, 26 school districts used funds exclusively for guidance and counseling. Five school districts used the funds for testing purposes. Four school districts spent portions of funds for both emphases.

The 26 districts offering a guidance and counseling component through Chapter 2 reported that $310,609 was spent for 12,632 students, approximately $25 per student. Four school districts (Bethel, Pasco, Renton, and Seattle) used $243,462, (78%) of the Chapter 2 funds designated for guidance and counseling services. Twenty-two percent of the dollars were used by the other 22 school districts with guidance and counseling components.

The programs or supplemental activities were directed toward all levels of students, pre-k through high school. Most districts directed guidance and counseling to more than one level. Eight districts planned pre-k efforts; elementary programs were noted by 19 school districts. Over three-fourths of the funded guidance and counseling efforts had a middle or junior high school component. Twenty of the 31 district surveys indicated that Chapter 2 counseling and guidance reached high school students.

Ten school districts specifically indicated that Chapter 2 guidance and counseling services were directed toward the at-risk elementary population. Fifteen school districts used Chapter 2 to fund all or part of a counselor's salary.

The specific types of programs implemented include suicide prevention, dropout prevention, drug and alcohol abuse programs, parenting classes, study skills, and career and vocational planning. Table 5 details the number of students served by each type of program.

Table 7. Number of Students Served by Type of Guidance or Counseling Program

	Number*	Percent
Direct Individual Counseling	1,480	12
Suicide Prevention	1,006	8
Drug/Alcohol Awareness	1,712	14
Self-Concept/Personal Development	1,335	10
Career Guidance	5,128	41
Family/Parent Communication	458	3
Dropout Prevention	714	6
Other	799	6
Total	12,632	100

*Number served may represent duplicated counts.

Testing

Nine school districts used all or part of their Guidance, Counseling, and Testing funds to support the testing of students. The districts reported using $15,942 for this purpose, and a total of 8,260 students were reported as served. The expenditures for the school districts ranged from $111 at Wapato to $4,000 at Washougal.

By far, the majority of Testing funds were used for achievement testing. Just over 7,000 students (85%) were tested in this manner. Three hundred forty-eight children (4.2%) were tested as a part of career, vocational, or aptitude testing. Eleven percent (895 students) were tested for other programs such as gifted or early prevention of school failure efforts. One school district reported the use of Chapter 2 for the psychological testing of 12 pupils.

While the reported amount of Subchapter B, Guidance, Counseling, and Testing funds make up less than one percent of the total Chapter 2 allocation to districts, the 31 school districts using funds in this area appear to be using them for diverse, relatively low-cost supplementary programs for student development or students at-risk.

Examples of School District Guidance and Counseling Programs

Bethel School District used district and Chapter 2 resources to develop a team approach to counseling incorporating elementary social workers, secondary counselors, drug and alcohol abuse programs, and a program of psychological services. A program model for social work has also been developed which is primarily preventive and is being used in the elementary grades. Bethel School District's philosophy is, "Although the function of the school is not to treat emotional and mental problems, it has a role in understanding these problems; taking them into account in methods of teaching, developing styles of relating to the student, discipline alternatives, and expectancies for youngsters."

The counseling program is designed to provide the support services needed to enable students to gain the maximum benefit from their school experiences. In the long run, school officials expect this program, and the other complementary programs, to decrease the dropout rate in the district and facilitate academic achievement. Roger Woehl, Administrator for Instructional Support, and Chris Van Vleck, Coordinator of Pupil Personnel Services, developed a document that outlines this social work program. The philosophy, goals, services, definitions, and procedures are succinctly detailed, including instructions for hiring and evaluating social case workers.

In Riverside School District, Chapter 2 funds support "Natural Helpers." This program, developed and initiated in Mercer Island School District by Jane Akita, has received national recognition. Students are trained to help identify and rehabilitate fellow students who are having any type of teen-age problem including drug and alcohol abuse, pregnancy, suicide, peer pressure, and parental problems. The program has shown that often a trained student can be more effective than an adult.

Chapter 2 funds are used in Mount Adams School District for a program that places emphasis on the development of self-esteem among students in kindergarten through grade 2. The Taholah School District program focuses on staff-parent consultations.

The full listing of the school districts using Chapter 2 funds to supplement Guidance, Counseling, and Testing Programs follows below:

ESD 101: Kettle Falls, Newport, Riverside, and Washtucna
ESD 105: Grandview, Kittitas, Sunnyside, Thorp, Wapato, and Mount Adams
ESD 112: Castle Rock, Kelso, and Washougal
ESD 113: Adna, North Beach, Onalaska, Tenino, and Taholah
ESD 121: Bethel, Renton, Seattle, Tacoma, and Tahoma
ESD 123: Pasco
ESD 171: Brewster and Eastmont
ESD 189: Anacortes, Lakewood, Orcas, Snohomish, and Stanwood

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